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C-M Is **DETERMINED** To Help You Pass The Bar Exam

By Professor Jack Guttenberg

Cleveland-Marshall College of Law is committed to providing its students with a high quality legal education. As part of that education, the law school must prepare its students to take and pass the bar examination. Passage of the bar examination is a prerequisite to practicing law. No modern American law school views preparing students to pass a bar examination as its only mission. There is much more to becoming a qualified practicing lawyer than just the skills needed to pass a bar examination. At the same time, no law school can ignore bar examination passage entirely.

In 1996, the Ohio Supreme Court raised the score to pass the Ohio Bar Examination. Previously the passing score was 375 (a weighted combination of the Multistate Bar Examination and the 18 Ohio essay questions). The bar pass score was raised to 385 for the July 1996 and the February 1997 exams, and then to 405 for the July 1997 and future exams. Raising of the score by 30 points has resulted in a significantly reduced bar pass rate. The July 1997 state pass rate was 75.6%, down from 87 and 90% for the previous two July exams.

On the July 1997 exam, Cleveland-Marshall students performed 10% below the state average for first-time takers. Capital and Akron first-time takers performed at the state average while students from Toledo and Ohio Northern performed 9% and 18% below the state average respectively. The law school is concerned about the performance level of its graduates and believes that its graduates should be performing at least as well as those from most of the other Ohio law schools.

This concern for the bar pass performance of Cleveland-Marshall students has spurred the law school to undertake a number of activities and studies to determine, as best it can, what factors contribute to Cleveland-Marshall's poor performance on the bar ex-

amination and what the law school can do to improve the performance of its students.

Several caveats are in order. First, the performance on the July 1997 bar examination is just that, the performance on one bar examination and may be nothing more than a one time aberration. The bar-pass percentage rates are very sensitive to a very small change in the number of people passing. Twelve more people passing the July 1997 examination would have raised Cleveland-Marshall's pass rate to the state average for first-time takers. The statistical study of factors that correlate to bar passage will require the input from several future bar examinations (information for students prior to this year is not very helpful because of the change in the bar examination pass score).

Bar Pass Study

The law school is currently studying the bar pass issue from several different perspectives. The goal of the study is to identify what the law school can do to improve student performance on the bar examination. This study will review student variables while in law school and while studying for the bar examination, differences in educational practices at Toledo, Capital and Akron law schools, and the perceptions of experts and individuals who administer the bar examination and who conduct bar examination preparation courses. The law school has retained the assistance of a social science researcher and statistician to assist in evaluating the data that we are gathering and to help us identify any factors that correlate to bar pass or failure.

Law School Student Performance as Predictors of Bar Examination Performance

The law school will analyze a wide range of information on the students who have taken the bar examination in February and July 1997 and 1998, including: Pass/Fail numbers for first time takers;

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THE "TOWN HALL" MEETING COMES TO CLEVELAND-MARSHALL

By Bob Garrity
Staff Writer

On March 11th, a group of student organization leaders met with Deans Steinglass, Guttenberg, White, Dempsey, and Ashby. The forum was called to discuss any and all issues the leaders wanted. The Deans began by identifying activities they have planned for students getting ready to take the bar. A pre-bar review course, complete with a sample multi-state exam is going to be offered in April of this year for the fee of \$25. The school will pick up the "lions share" of the cost that will be paid to Bar-Bri for their assistance in organizing the event.

The next issue addressed was that of professor hiring and firing. It was clear that many students were not satisfied with the way the hiring committee has handled faculty decisions in the past. Lack of

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Real-World Experience: CLEVELAND-MARSHALL EXTERN PROGRAMS

By Professor Jack Guttenberg

Are you tired of sitting in classes, reading casebooks? Do you want real world experience, working with other lawyers and judges, on real cases? Do you want to do legal research and prepare memos, pleadings, orders, draft contracts, or write opinion letters? If you want to learn by doing legal work in high profile settings that will advance your future legal career, then the Extern Program is for you. Cleveland-Marshall offers a variety of extern opportunities that range from judicial clerkships to the U.S. attorney's office, federal public defender's office, to University Hospitals. The Extern Program will even allow you to develop your own extern placement at a non-profit legal setting. Students have worked for Cleveland Works, the ACLU, the Legal Aid Society, Ju-

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Professor Geier's Response To The Grading Behind The Grades

By Professor Deborah Geier

Writing on behalf of no one but myself, I am responding to the piece authored by Scott Livingston and Cheryl Wiltshire, entitled "The Grading Behind the Grades." In it, they lament what they repeatedly call "the C curve" that they believe is incorporated into the grading guidelines adopted by the faculty of the law school. I wanted to make just a few clarifying points.

1. The grading guidelines do not contain a "C curve." A "C curve" requires that just as many grades of D and F be given in a course as grades of A and B. The grading guidelines do not require that any grade below a C be given in a course, and professors in fact give far, far fewer of these grades than grades of A and B. Thus, if students compute the average grade point for a given class (the grades are posted), they will find that it is likely in the B range. If a

student earns a grade below a C, the grade reflects the professor's evaluation that the student does not show a minimum competence in the subject matter for a practicing attorney.

2. Many students, as these authors do, assume that without grading guidelines there would be a greater number of grades of A and B than is currently the case. In my experience, just the opposite would be true. If we instituted, for example, a grading scheme not uncommon in undergraduate education-90% of possible points gets an A (no matter how many in that group), 80% of possible points gets a B, etc.-many of us would be able to give far fewer grades of A and B than we currently do. In my typical final exam, worth 180 possible points, the A students typically earn between 130 and 150 of the 180

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ALUMNI ADVICE

"Preparation is everything"



William D. Mason '86
Law Director, City of Parma

Be prepared. Yes, it is a tired, trite, Boy Scout-sounding expression, but in litigation it is everything.

One of the essential building blocks in litigation preparation is an intimate working knowledge of the Rules of Evidence. As you know, they are the rules that determine what "gets in" and what doesn't, what the jury hears and what it won't. You cannot afford to have just a basic understanding of evidence. Your knowledge must be such that you can teach it. When you can sufficiently and succinctly explain a given rule and how it relates to other rules so that a lay person can understand it, then you will be dangerous.

The beautiful thing about the Rules of Evidence is that it is not rocket science. There are a finite number of rules with their basis, by and large, rooted in common sense. The other great thing, evidence is evidence. The rules you learn in law school are the rules you use in the courtroom. No difference. You're taking evidence now, right? Your evidence course is an incredible opportunity to learn and understand the rules -- how they work together and sometimes compete against each other. Don't just study them for the final exam. You will use the rules for the rest of your career. Besides, it's on the bar exam.

I don't know what the statistics are, but from my experience, nine out of ten cases settle before trial -- criminal and civil. So you hardly ever use the rules anyway, right? C'mon, think about it. Your knowledge of the Rules of Evidence is most important before the

trial ever begins -- before you ever get near trial. The rules color how you work the discovery process, witness preparation, dispositive and other motions, and most important, the development of your theory of the case. Without knowing right now what goes to the jury and what doesn't, your trial preparation will be at best misguided and at worst D.O.A..

Defense attorney: "You got nothing. You got no one who can point to my client, Sonny, and say 'he shot Mona.' All you got is a prior statement of the victim, Mona, where she fingers my guy as the shooter, but they've reconciled and she's recanted her statement. (surprise, surprise) So, even if you call Mona as your witness and use the prior statement to cross-examine her, you can only use it to impeach her credibility. The statement is otherwise hearsay, so it can't be used substantively. So why should I plead my guy to anything?"

Good question, and you, the prosecutor, better have anticipated the question and have an answer.

Prosecutor: "I'm sure you've heard of an excited utterance?"

Defense attorney: "Yeah, so what?"

Prosecutor: "I got a witness who will testify that when Mona was shot in the leg, she was laying on the floor screaming 'Sonny shot me, Sonny shot me.'"

Defense attorney: "Yeah, but that is not enough to get you past my motion to dismiss."

Prosecutor: "That's not all. I got a cop who'll testify that he

Biography of Mr. Mason

Mr. Mason is a 1986 graduate of Cleveland-Marshall College of Law; a 1982 graduate of Kent State University and a 1977 graduate of Parma Senior High School. He was elected Law Director for the City of Parma in 1993, and has overseen the prosecution of thousands of criminal cases on behalf of the City of Parma. During his tenure as Law Director, the cost of legal claims paid out by the City of Parma has been reduced from \$332,000 in 1993 to \$28,900 in 1997.

A former Assistant Cuyahoga County Prosecutor, he has litigated cases before the United States Supreme Court, United States Circuit Court of Appeals, United States District Court, Ohio Supreme Court, Ohio courts of appeals and the Cuyahoga County Common Pleas Court. He is Chairman of the Family Violence Council and has helped develop a program through the Parma Municipal Court which has served to address the prosecution of domestic violence in Parma, Brooklyn Hts., Brooklyn, Broadview Hts., Parma Hts., North Royalton and Seven Hills--the suburbs which utilize the court. As Chairperson of the Parma Justice Center Task Force, Mr. Mason was instrumental in successfully defeating opposition to a new state-of-the-art Justice Center for the City of Parma which is scheduled for completion in August, 1999. He was Coordinator of the Block Watch Program, a local crime prevention program, and implemented a community involvement watch program that was adopted throughout Parma.

Mr. Mason currently is a member of the Ohio State Bar Association, the Parma Bar Association and the Ohio Municipal Attorneys Association. He is also a member of the Parma Area Chamber of Commerce, Parma Elks, Animal Protective League and Friends of the Library. He has served as President of the Cuyahoga County Young Democratic Club, and as Vice President of both the Parma Democratic Club and the Western Democratic Coalition.

A member of St. Anthony's Church, Mr. Mason is Secretary of the Athletic Association, Past President of the Holy Name Society and a past member of the Finance Committee. In addition, he coaches various city and church youth softball, baseball, soccer and basketball teams.

He is a three-time elected official, has never been defeated in a primary or general election, and was the top vote winner in the City of Parma in the last election.

Bill and his wife, Carol, reside in Parma with their four children ages, 10, 9, 4 and 1.

interviewed a witness who gave a detailed description of the clothes the shooter was wearing at the time: black fedora, red suit, and black and white saddle shoes."

Defense attorney: "How you gonna get that in, it's hearsay?"

Prosecutor: "801(D)(1)(c) - It's not hearsay, check it out. Also, your client gives the exact description of the shooter to the police at the hospital. That's going in too. I got her excited utterance screaming "Sonny," and her substantive description which matches exactly the independent witness' description. I'll get past your motion to dismiss. And what are you gonna do, put your guy on the stand? He's got a list of priors a mile long. (Evidence Rule 609) If this case goes to a jury, and it will, your guy is toast."

Sonny plead guilty. True story. You have to know the Rules, if you don't, *you're* toast. If you don't like evidence, which, in my opinion, is the best part of litigation, then odds are you're not going to like litigation. That's fine. There are plenty of other areas of law for you to find your niche. Regardless, preparation is everything.

THE GAVEL

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The Dean's Column

Planning For The Future



Steven H. Steinglass

This has been an exciting year at Cleveland-Marshall as we celebrate our Centennial and plan for the future. The Dedication of our new state-of-the-art Cleveland-Marshall Law Library, the Gala Centennial Celebration at the Rock and Roll Hall of Fame and Museum, and a host of other Centennial events have made this academic year one of our most memorable.

While all this has been taking place, the faculty and staff of Cleveland-Marshall have been working hard to prepare for the next century. A representative of a major foundation recently remarked to me that a great city deserves a great university; my response: "a great city needs a great public law school."

Indeed, Cleveland, a major corporate and legal center with a culturally diverse population, is an ideal setting for a great public law school. Our second century goal should be to remain a law school of opportunity and to become the best law school in the state, the best law school in the region, and one of the best in the nation.

Strategic Planning Process

The law school of the next century will be far different from the law school of only a few decades ago, and we have begun the task of trying to address some of the difficult issues facing legal education today. In December, we initiated a strategic planning process involving faculty, students, staff, alumni, members of the Visiting committee, and other key constituencies of the law school. Together we are exploring the strengths, weaknesses, and opportunities of the law school so that we can best determine the future direction of Cleveland-Marshall.

Cleveland-Marshall is a great


community asset, and those of us privileged to serve in leadership positions at the law school have a special obligation to ask how Cleveland-Marshall can do an even better job. How can we build on our tradition of opportunity and access and continue our evolution from a stand-alone, part-time evening division law school into a university-based law school with part-time and full-time divisions, joint degree programs, interdisciplinary course offerings, a strong adjunct faculty of some of the community's finest practitioners, and a full-time faculty committed to teaching, scholarship, and service?

Like many organizations, Cleveland-Marshall, has had strategic planning processes before, but this process will be different. This process is characterized by broad participation not only by the faculty but also by other key constituencies of the law school. Coming at the beginning of my Deanship, the strategic planning process gives me a special opportunity to lead Cleveland-Marshall into the next century, and I am committed to seeing that the Strategic Plan does not rest on a dusty book shelf but is implemented.

The strategic planning process is far from complete, but several significant themes and priorities have emerged. I would like to share them with you, our students, in the hope that you will let me know your views about the law school and the direction in which we are moving.

Strengthening the Academic Program

Cleveland-Marshall has a strong academic program, but we are committed to strengthening our program to better prepare students for the practice of law. Our cur-



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In conjunction with BAR-BRI

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Name: _____

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When do you plan to take the Bar Exam? July 1998 _____ February 1999 _____

Please return this tear slip and \$25 in check made out to Cleveland State University to Jean Bowers at the receptionist desk starting April 1. Please keep your receipt, you will need it for admission to the workshop.

riculum must reflect the importance of basic analytical skills, legal knowledge, and ethical standards, while exposing our students to the impact of technology and globalization in the business and legal communities. A strengthened Legal Writing and Research Program will better prepare students for the bar exam and for their lives as lawyers. A strong skills program, including live-client clinics, simulation courses, and externships, will combine the best aspects of the theoretical study of law with the practical and place our students in the strongest position to obtain quality employment.

Maintaining Admission Opportunities

Broad access to an excellent legal education at a reasonable cost is a fundamental mission of public education and one of Cleveland-Marshall's founding principles. Our part-time evening program provides access to many men and women whose current employment and family obligations preclude the full-time study of law. Our Legal Education Opportunities Program (LCOP), which is in its third decade of providing a special opportunity to law school applicants of all races and nationalities, permits us to consider our students' special experiences and strengths in the admission process. We are proud of our role in providing access to the legal profession to many generations of Clevelanders from all racial, religious, ethnic, and nationality groups. The strategic plan is looking at ways to build on this tradition.

Improving Physical Facilities

Cleveland-Marshall now has one of the finest law libraries in the nation. We also have 25,000 net square feet of underutilized space in the old law library. Converting this space into additional classrooms, faculty and staff offices, a Student Services Center, a Legal Writing and Research Center, a Clinical and Skills Training Center, a Trial Courtroom of the Future,

and adequate Moot Court practice rooms is a necessary component of the law school we envision for the future.

Building our Endowment

The strategic planning discussions recognize the necessity of building an endowment that will support the educational program at Cleveland-Marshall. An expanded endowment will enable us to expand the level of scholarship assistance for law students and to support clinical legal education. The creation of endowed chairs and professorships will permit us to compete with better-endowed law schools for outstanding faculty members.

The Comprehensive Development Campaign

Some of the goals identified to date by the strategic planning process reconfiguring the old law library and doubling our \$7,000,000 endowment are unattainable without a major fund-raising campaign. Later this year, I will have more to say about the Cleveland-Marshall Comprehensive Development Campaign that is in the planning stage. For now, let me say that we have been enormously encouraged by our campaign consultant and by the enthusiasm of our alumni. To reach our full potential Cleveland-Marshall must follow the lead of the great public law schools in this country and obtain not only the moral support of our alumni and our legal community but their financial support as well.

A Special Thanks

As my first year as Dean of Cleveland-Marshall moves into its final months, I want you to know how exhilarating this year has been. I have witnessed a great outpouring of affection and gratitude for this law school and for the legal education it has provided our graduates. I am deeply honored to be serving as Dean, and I look forward to working closely with our alumni and students in the years ahead.

THE CLEVELAND-MARSHALL GRADE CURVE DEBATE

Professor Werber's Response:
The Grading Behind
The Grades

By Professor Stephen Werber

The article regarding "The Grading Behind the Grades" reflects something very close to an article written in complete ignorance of the facts. The Grading Guidelines are just that: guidelines. When there is substantial deviation the Dean has the authority to consult with the faculty member in an effort to bring the grades into a degree of compliance. If those efforts fail, especially in regard to grades which are excessively low, students can petition the faculty for relief. On more than one occasion the faculty has voted that students in an entire section be granted a pass-fail option. To assert, or even suggest, that there is a mandatory curve is to make an error of substantial magnitude.

There is NO such thing as a "C curve." If there were such a curve, a vast number of students would be academically dismissed (the academic dismissal rate is in the range of 1%). The average first year g.p.a., subject to some variance over the years, is approximately 2.8. Graduation g.p.a.'s are substantially higher. Over 21% of the 1997 graduation class had a g.p.a. of 3.3 or greater. That is far from a so called "C curve" and is close to the mandatory curve at Cornell Law School where the class grade average must be a 3.0. At Cornell the professor can reach this objective in any way he or she desires. In theory a class could receive grades of only "A" or "F." It also appears that the C-M graduation g.p.a. is very close to the 3.0 median of schools such as Cornell. That our guidelines permit average grades lower than those of some other schools reflects a reality that we may not like, but which is very real.

When the Guidelines were instituted (I was a primary author), there was no intent to set a curve - the effect on g.p.a. was incidental to the greater purpose of protecting students. That purpose remains the primary objective of the Guidelines and is reflected in the periodic review of the standards (which has also made it possible to enter more grades of "B" and above). Without the Guidelines, which permit a percentage range of grades in each letter category, you will quickly find that sections of given courses will yield very disparate grades. Prior

CLEVELAND-MARSHALL'S FIRST YEAR COURSE GUIDELINES		
GRADE	STANDARD%	RANGE PERMITTED
A	10	8 - 12
B+	14	10 - 16
B	18	16 - 20
C+	22	18 - 26
C	26	22 - 30
D+	5	0 - 10
D	3	0 - 6
F	2	0 - 4

The Administration has adopted the above guidelines and recommends that all first year professors grade within these guidelines

WHAT DOES A 2.2 REALLY MEAN?

By Eileen Sutker
Staff Writer

The psychological and financial impact of low grades can be devastating in both short and long term consequences. Law school grading policies involving the application of grading curves must produce relatively low GPA's for half of the students by definition.

No one will dispute the sinking feeling of failure that accompanies the opening of a grade report only to find a long string of C's. This effect is especially harsh since we, as law students, are all highly motivated individuals who used to do really well in school. Now we find ourselves mentally struggling just to stay in the middle of the pack. "Beat the curve" has a new ring to it.

So why do we "nearly fail"? Is it because we suddenly lack mental agility? Is it because we truly don't understand the material? Or is it because of a grading curve that, despite all our best efforts, cannot be overcome? All these explanations have been offered, but the end result - regardless of cause - is the same: We doubt ourselves, our abilities, and our hard fought mastery of the material.

Doubt leads to worry

to the Guidelines it was common to find a first year core course section with over 20% "D" and "F" grades with next to no "A" grades, while another section of the same course had no "D" and "F" grades and over 20% of grades of "A". A student's legal career was governed by the luck of the draw. The Guidelines protect students against both

which in turn leads to stress. Stress internalized leads to lowered immunity and disease. No wonder some people say law students are sick. We are!

Some students also may be financially harmed in the short term because of proposed CSU administration attempts to limit "leadership/scholarship" monies to those with over a 2.5 GPA. (Incidentally, these include awards to elected SBA officers and Gavel Editors.) They seem to argue that scholarships should only go to those evincing "Scholarship" as measured by the GPA, and who coincidentally are in leadership roles.

This creates three readily identifiable areas of concern. First, these scholarship recipients are elected by the students, so this proposed policy would negate the vote of the electorate. Secondly, leaders at the low end of the academic scale would not be rewarded, which seems discriminatory. Ostensibly we were selected for both types of capabilities during the admission process, so the CSU administration could be construed as questioning the law school's admission criteria.

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grade inflation and grade deflation without mandating a single grade below "C" while permitting over 50% of the grades in most classes to be at the "B" or better level. Faculty members are permitted to deviate from the Guidelines in appropriate situations. If labels are needed, a "B curve" would be the most accurate label.

Professor Geier's Response
to the Grading ...
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possible points; the B+ students earn between 110 and 130 points; the B students earn between 90 and 110 points; the C+ students earn between 70 and 90 points (fewer than 1/2 of the possible points); and the C students earn between 50 and 70 points (far fewer than 1/2 of the possible points). Students who earn fewer than 50 points out of 180 possible points do not, in my view, demonstrate an adequate understanding of the subject matter and will earn a D+, D, or F, depending on just how bad the exam is. In other words, the students who earn an A typically do so because they are compared only with their colleagues, not with a 90% benchmark. (I, speaking only for myself, do wish that I had the grade of A+ to award the occasional student who does, in fact, earn 165 or 170 points out of the 180 possible. As it is now, that student earns the same A as the student who scored 135 points, even though there is a substantial disparity in their abilities. But that is a different issue.) In talking with my colleagues, I believe my grading experience is not uncommon on this faculty. In short, the grading guidelines usually result in a greater number of grades of A and B than would result if I were grading the exam solely on its individual merits rather than in comparison with the quality of the rest of the exams in the class. The best exam in the class will get an A-even if it demonstrates real weaknesses when viewed on its own individual merits.

3. The authors express surprise and dismay that any grading guidelines exist, almost as though this were a conspiracy of some sort. I know of not one other law school that operates without grading guidelines. I have visited at two other law schools and was given their grading guidelines (which were remarkably similar to ours) when it came time to submit my grades. They are commonplace, necessary, and not a secret. They seek to ensure consistency over time and among teachers at a given school. They do not reflect a conspiracy to hold our students back; as described above, they usually operate to the advantage of students since they measure any particular student's performance only in comparison with the rest of the class rather than in comparison to the possible points.

THE CLEVELAND-MARSHALL GRADE CURVE DEBATE

A SAMPLING OF STUDENT COMMENTS ON C-M'S GRADING POLICY

By Spence Kline
Staff Writer

Thank you to everyone that completed and returned the questionnaire focusing on Cleveland-Marshall's grading curve that was published in the last issue of The Gavel. The Student Concerns Committee is still collecting responses and wants to hear from you. If you would like to complete a questionnaire, pick one up outside of the SBA office and put the completed response sheet in the SBA Suggestion box (located at the bottom of the steps in the food court).

In the interim, we would like to share a sample of the comments received to date from the Grading Policy/Curve Questionnaire. Here is what your fellow students at Cleveland-Marshall have to say:

Bring back the "minus grades." Allow students to receive grades like A-, B- and C- again.

In my three years at C-M I have never received a clear and logical explanation of the present grading policy. What I have seen must go.

If every student deserves an "A", then give every student an "A". If every student deserves a "D" then give every student a "D". A student's grade should be determined by the teacher, not by an imposed grading curve.

Whatever the guidelines, we need consistency!

If a student does the work required to receive an A grade, it is ridiculous to impose upon an instructor rules that will lower this grade to a B or C because enough A's have already been distributed.

B curve!

How can we compete with other students in the neighboring schools such as Case Western Reserve, Akron University, Toledo, etc.. This will not attract other students or keep the ones that are here. Unfair is not the word. This is truly an injustice to all. Cleveland-Marshall's grading system does not permit us to compete with students who are in a law school with a B-curve (i.e. Case Western...)

I strongly agree that Cleveland-Marshall's grading policy places graduates at a disadvantage when competing for jobs.

The goal of all students should be to be competitive in the marketplace. That becomes impossible under this type of system - one which does not reward a student for his/her knowledge. Change it!

Wake up losers! Employers know there are B-curve and C-curve schools. Major firms look at class rank only. They don't care about GPA, Law Review or Moot Court. If you are not top 10%, your resume is in the garbage. If you ever talk with a candid hiring attorney, you'll find out the truth. Do you really think they have the time to bother?

Earning an "A" on a C-curve is more impressive than earning one on a B-curve because it is more well-deserved and more difficult to obtain.

We need change. Under the current grading system, even students in the top 10 percent are at a disadvantage. An article in the April 1998 issue of National Jurist lists the g.p.a.'s of both Case Western and C-M students, and the identical class rank (at both schools) shows the C-M students with a lower g.p.a.!!! Who do you think gets the jobs? Wake up administration!! It's time to make the interests of the students a priority.

Cleveland-Marshall's grade curve does not put its graduates at a disadvantage when competing for jobs because potential employers look at class rank not grade point averages. Changing the grade curve will not change class ranks...Firms are aware that law schools have differing grade curves which is why class rank is the determining factor.

Be careful what kind of policy replaces this one. A straight performance/grade scale which doesn't curve for overall class performance can be a killer too! Particularly in the most difficult courses.

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STATISTICAL MEASUREMENT IN EDUCATION AND ITS RELATION TO THE "C-CURVE" AT CLEVELAND MARSHALL

By Eileen Sutker
Staff Writer

The historical evolution of grading policies in education provides a glimpse into the current C-curve used at Cleveland-Marshall. At the turn of the century, a pass/fail non-grade based system prevailed in educational institutions. Then people recognized that excellent scholarship went unnoticed, giving rise to the pass/pass with honors system that prevailed throughout much of the 1950's in graduate studies. In the 1960's many schools used a "traditional" A-B-C-D-F grading system, that later educators rejected because of the harsh negative effects on students' egos. Modifications of the traditional system are abundant today particularly in the elementary schools.

Nevertheless, colleges generally have retained these systems for undergraduate education partly because of the job-finding difficulties faced by graduates who have undecipherable achievement records. Graduate education in this country generally retained the pass/pass with honors system by making the scoring for classes A-B-C, with A=pass with honors, B=pass, and C=fail to those who knew and understood the system. In contrast, law schools began to claim they were the toughest graduate programs and strongly resisted this form of "grade inflation."

The application of statistics in the field of Educational Theory made the world go numbers happy by applying the concept of a standardized bell curve to grading. A bell curve basically says that in a normally distributed population, ranked individuals will fall within a normal distribution around a mean when the population is large enough. Applied to education: if C=average, then all students can be ranked around that arithmetic mean. Those who fall one standard deviation above or below the mean are significantly different from the average (i.e. =B or =D), and those who fall two standard deviations above or below the mean are significantly different from all others (i.e. =A or =F).

There are three critical assumptions to the proper use of a "Bell Curve":

(1) Normal distribution of the population or a randomly selected subsample of a normally dis-

tributed population.

(2) Sufficiently large population size.

(3) Accuracy of the rankings.

None of these are met by application of a "Bell Curve" to law students.

First, having undergraduate degrees automatically establishes us as a highly educated subset population selected from all students. The law school selection criteria further selects our population away from the average person. Likewise, each class within the law school is not a randomly selected group. So a population mean is inherently skewed toward the high end.

Secondly, the population size is insufficient even in the large 1L classes. A sample size less than 20 often shows a skewed distribution. Even sample sizes equal to one third of the entering 1L class are skewed by the time grades are assessed because of the number of people leaving the class (i.e. dropping out).

Thirdly, accuracy of rankings based on one day of testing is not reflective of anything other than how well a given individual tests on a particular day. Repeated measures of ability under varying testing conditions enhance accuracy of assessment, but admittedly are not practical.

Regardless, the current curving system employed by the Administration does not appear to be based on a standardized "Bell Curve." It is, based on the evidence gathered from a cursory analysis of Section 1 grades in Fall, 1997, more closely approximated by a Poisson distribution.

However, the three key assumptions outlined above also must be met for a Poisson distribution to be validly applied. So it is not the distribution curve itself that works an inherent unfairness on students. Instead, it is the violation of the underlying assumptions that work the deprivation, and make application of statistical models to law students have particularly odd results.

Only if a sample or subsample size is large enough (greater than 100 students), and is randomly selected from the population, can the Poisson distribution be applied. *Continued on page 11*

Summer 1997 Bar Exam Pass Rate (First-Time Takers)

Cleveland State Univ.
Pass Rate:
(96 of 145 Passed)

66%

Cleveland State Students
Supplementing With PMBR:
(49 of 54 Passed)

91%

Cleveland State Students
NOT Taking PMBR:
(47 of 91 Passed)

52%

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CHECK OUT THE OPPORTUNITIES AT THE CAREER PLANNING OFFICE

By Tammy Bogdanski,
Staff Writer

Remember when you were an undergraduate and instead of gaining work experience in your field of study, you spent the summer catching rays leisurely working as a lifeguard? Sure life was good, however, upon graduation without any real work experience your job hunt probably got pretty ugly. You now have a second chance! Do everything right this time. Start early and seek the career advice that you need. Fortunately for you, conveniently located in the law building is the Office of Career Planning. Best of all their services are *free*!

Some of you may not know that Cleveland-Marshall College of Law was the first school in Ohio to hire individuals who have a Juris Doctor(J.D.) to counsel law students regarding career development. Both Sonia Winner, Director of Career Planning, and Jennifer Blaga, Assistant Director, have a J.D. and are anxious to assist students in achieving their career goals. In addition, they work hard to market Cleveland-Marshall law students through professional contacts with alumni and their colleagues at the local, state, and national level.

The Office of Career Planning has a lot to offer students who are actively seeking employment or looking for some career direction. Sonia and Jennifer provide individual counseling to students seeking career advice. Students should take advantage of this service and schedule an appointment to discuss their employment concerns. Counseling hours have been arranged to accommodate the schedules of both day and evening students.

Many students have not had a counseling session at the Office of Career Planning. Perhaps some students wonder if their concerns will be addressed. Well, the follow up on student employment concerns by the Office of Career Planning has been exceptional. Students have received e-mail messages, notes in their student mailboxes, and/or telephone calls addressing their employment concerns. Graduating students who have completed the 1998 Employment Survey have received special attention. Those students who are still seeking permanent employment have been receiving the latest job postings every two weeks. It is crucial for graduating students to complete the employment sur-

vey to alert the career planning office of employment needs.

Another great service provided by the Office of Career Planning is geared towards improving students' resumes and cover letters. The Office of Career Planning will make corrections and offer suggestions to strengthen each student's resume and cover letter. Students should be aware that there is a national resume format designed for individuals seeking legal careers. Since this format differs from the standard resume format, the Office of Career Planning provides assistance to make the transition that is necessary to create a polished resume.

By now all students should be aware of the valuable job binders created and maintained by the Office of Career Planning. These binders are filled with listings from employers who are offering full time and part time positions for law clerks and associates. Nearly 700 jobs annually are listed in these binders. Students have access to these binders in the Office of Career Planning and in the library at the circulation desk. Also, the job posting board, located outside the career planning office, serves as a quick reference to the latest additions to the job binders. This board is maintained daily to alert students of the most recent job opportunities. Students who do not want to miss a great job opportunity, should at least check out the job board.

Other valuable tools for job seekers are the publications generated by the Office of Career Planning. Students are provided with well-organized handbooks that address resume and cover letter writing, interviewing, and judge clerkships, just to name a few. The Resource Index Handbook is designed to assist students in every aspect of the job search. This handbook provides students with a valuable list of up-to-date resources that are available in the law library and the career planning office.

The advice to students from the Office of Career Planning includes getting work experience to build a solid resume. Remember that any legal experience is good experience. Students should be putting themselves in the best position for seeking a future associate position. Networking is also very valuable. Be confident and take advantage of networking opportunities.

Continued on page 10

Pass The Bar Exam, *continued from page 1*

LSAT, LSAT percentile, and UGPA; 1st year GPA; 1st year GPA without legal writing grade; without perspective grade; final law GPA; part-time or full time status; how many years it took to graduate; race; sex; age; first year section number; how many of the following courses and which ones students did not take: Business Associations, Agency and Partnership; Commercial Law; Domestic Relations; Trusts and Estates; Evidence; LCOP; and the number of students and percent of students who dropped out of the first year class and who were dismissed/placed on probation for the years 93-94 to 96-97.

In addition, the law school is analyzing anonymous actual bar scores for all Cleveland-Marshall bar exam takers for 1996 through 1998 to determine what areas students are weakest in and to determine if there are any patterns that will help us to better prepare our students.

Law Student Preparation for the Bar Examination

The law school will also be surveying all students who have taken the February and July 1997 and 1998 bar examinations, asking at least the following questions: Whether they took a bar examination course and what course did they take; If yes, then how often did they attend that course, how many of the practice examinations did they take, how often did they work during the two months prior to the bar examination, what other responsibilities did they have during the two months prior the bar examination, were they aware of financial aid for the two months prior to the bar examination, and did they obtain or not obtain such aid.

Students will also be asked to anonymously report their individual

scores and, if possible, send us copies of their essays so that we can analyze them.

Comparison to Other Ohio Law Schools

The law school is examining the retention rates, first year curriculums, and testing practices at Akron, Capital, and Toledo to determine if they are doing anything significantly different that we are. We will also inquire if these schools do anything special to prepare their students for the actual bar examination.

Short-Term Proposals

The law school plans to provide students with several programs this year to assist them in preparing to take the bar examination. On January 31, 1998, the law school held a two-hour program on answering essay questions. The main speakers had analyzed hundreds of essay answers and have worked with numerous students to improve their essay writing abilities. The feedback from this program was extremely positive and it will be repeated on June 6, 1998 for those taking the July exam.

In addition, the law school, in conjunction with BAR-BRI, will conduct a practice multistate examination workshop on April 17, 18, and 19. This program is open to all C-M students who will be taking the July and February exams. Participants will take a multistate bar examination, the exam will be scored and then on Saturday and Sunday two experts from BAR-BRI will review each question and the various reasons and strategies for answering the questions in the correct manner. Students will be charged \$25 to participate in the workshop with the law school picking up the rest of the cost. Sign up for the workshop with the law school receptionist after April 1.

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Extern Programs,

continued from page 1

venile Court, and several others. The extern placements provide you with the opportunity to work on interesting, challenging, and important legal matters. You will not just sit around and observe; you will actually be given interesting legal work, receive feedback, and actually practice law.

There are four defined extern placements and the independent externship. The Judicial Externship places students with federal court of appeals and district court judges, Ohio Supreme Court and Ohio court of appeals judges. The students participate as a judicial clerk, reviewing pleadings, writing memos, orders and opinions, and sitting-in on court proceedings, including conferences and court sessions, all the while working with their judge and the judge's full-time clerks. Students may choose to be placed in the U.S. Attorneys Office or the Federal Defenders Office. Each of these placements provides the opportunity to work with practicing attorneys on interesting and often cutting edge criminal and civil matters. The University Hospital placement exposes students to a full range of legal issues handled by the legal department of a major medical facility, including contractual, employment and ethical matters. The Independent Externship is your opportunity to tailor an experience to meet your needs and desires. There are certain requirements that the placement setting must meet to insure that the experience provides you with a high quality supervised legal experience.

The extern program is about you doing real legal work and not being somebody's gopher or filing clerk.

To get more information about the extern programs stop in to the Dean's suite and ask for one of the extern brochures. The only essential requirement for participating in an extern placement is that you completed at least 45 credit hours. Come in and pick up a brochure and plan for an exciting and challenging opportunity.

But don't take my word for it. As part of the extern requirements, students must keep a journal and periodically turn it in to their supervisor. This is what your classmates have reported in some of their journals:

I'm nervous. The drive to Medina is unfamiliar and the thought of working for a Sixth Circuit judge has me a bit rattled. I

had difficulty finding the building since there are no outer markings on it for security reasons. After a quick call on the cell phone I discover I am sitting across the street looking at the judge's chambers!

I spent some time speaking with the judge this morning and surprisingly, she is a real down to earth person. She offered me the use of her own laptop and invited me to the staff meeting later in the afternoon ("after all, now you are one of my clerks"). The law clerks have been very helpful and supportive. We exchange workproduct, critique each other's drafts, bounce ideas off each other, and talk about politics. My Bench Memo is in draft form and Becky is eager to review it since she is working on the opinion in the case. After an anxious 15 minute wait, she returned the draft with few corrections and gave it the stamp of approval—it should go to the Judge tomorrow. Once the final draft was complete and turned in to Becky, Kevin, and another full time clerk handed me first complete case file. WOW!

The law clerks are great to work with. We edit each other's work, bounce ideas off each other, and actually get a chance to go to lunch once in a while. The work load is incredible—each clerk handles about 12 cases a term (or month). So far I have only completed one appeal on my own, but case assignment come out Thursday so there is a good chance I will get my own caseload. The Judge has directed me to participate and has urged the clerks to give me assignments as well—looks like I will be rather busy in the upcoming weeks.

In retrospect, I was very surprised with the amount of responsibility that was given to me the first and second week. Not only did I read the briefs and research the law, I was also asked to recommend a course of action.

Judge Moore's approach to oral arguments surprised me. Prior to this externship, I was under the impression that oral arguments were superfluous. However, Judge Moore assured me that she tries to keep an open mind until she hears the advocates. This is certainly not to suggest that she has no opinion of the case prior to this time. Nonetheless, it is reassuring that some judges attempt to remain objective until the entire appellate process is

Continued on next page

Town Hall Meeting,

continued from page 1

student input, and little concern for keeping C-M graduated professors on staff were of major concern. The Deans simply said that student input is something they would think about in the future, and try to let student members of the hiring committee know when the committee actually meets! The issue of not valuing C-M graduates as highly as other schools for teaching positions was gracefully sidestepped and only briefly denied.

The major topic of the meeting, however, was the infamous "C curve." The Deans went to great length to dispel the rumor of such a curve. They claim it is merely a "guideline" that they want professors to follow. Who cares what you call it, the main point is that the purpose of the "guideline" is to put the majority of students in a C grade grouping. Dean Guttenberg vehemently denied that it was a C average, and said it was more like a B- average. Well, excuse me if I'm wrong, but I wasn't aware that C-M offered "minuses" in their grading scheme. So essentially it could be called a C+ average, but in essence, students aren't

getting the appropriate grade for the quality of work they are doing. This "guideline" hurts students down the road in the hiring process, particularly at firms not familiar with C-M's grading practice. Dean White said the only way the school would change its "guideline" was if students "banded together" and complained loudly enough for change. Well, no time like the present! Please send an e-mail to me at the following address: robert.garrity@law.csuohio.edu saying you want grading guideline reform, and I will print them out and present them to Assistant Dean White myself.

The last issue addressed was that of disparity in 1L sections with regard to teaching and testing practices. The Deans claimed this is an age old lament, and declined to offer any solutions. Overall, this being the first attempt at a Town Hall meeting between students and the Deans, it went fairly well. I suggest these meetings be held at least twice a semester, and for more than an hour, as this one was. I also recommend that the Deans come prepared to write down our views so they can take them back to their committee meetings and discuss them in earnest.

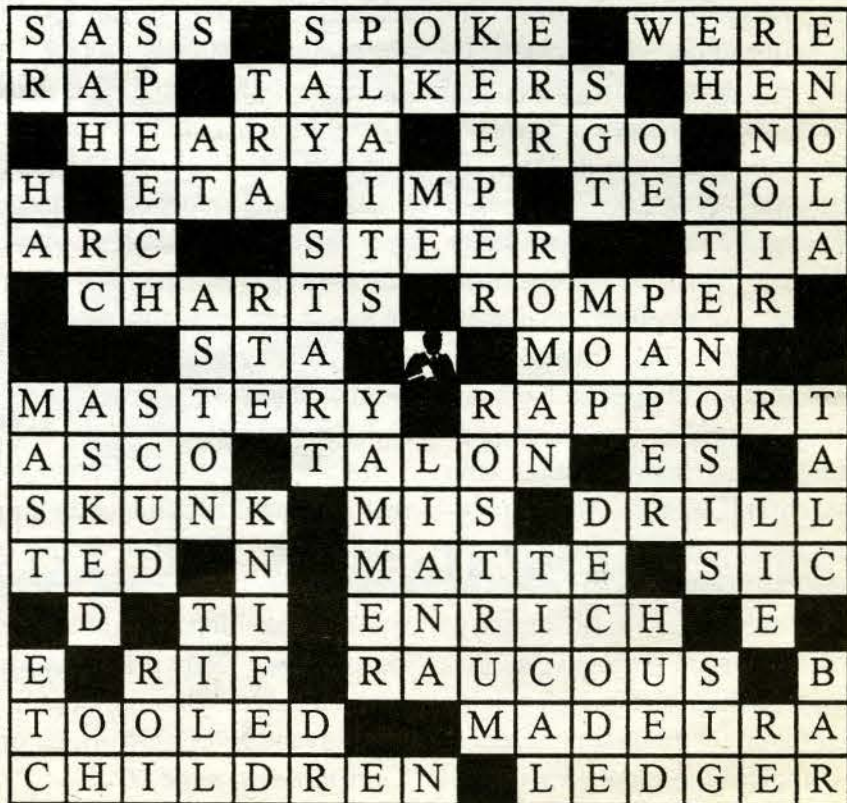
WANTED

GAVEL STAFF WRITERS

The Gavel is seeking interested students to become staff writers for this publication.

Staff Writer status is achieved by having two previously unpublished articles of 300 words or more printed in two different issues of the Gavel, prior to the Spring elections. All Staff Writers are eligible to run for one of three editor positions. **All editors receive a full tuition stipend.** This is a terrific opportunity for all law students and your participation is encouraged.

If you are interested, stop by the office, LB 23, or call 687-4533.



C-M Outreach Program Sponsors High School Minority Day

By Lily Ortiz
Staff Writer

The High School Minority Day held on February 24, 1998 provided seventy-five Lincoln West High School students with a bird's-eye view of law school life at Cleveland-Marshall as well as first hand contact with judges, practitioners, faculty and students.

The day began promptly at 10 a.m. with a welcome address by Dean Steinglass. This was followed by Associate Dean White's presentation of a mini law school class with a very appropriate visual aid. The students were encouraged to respond to questions regarding the criminal situation presented to them.

Ronnie Huggins, BLSA President, and Lily Ortiz, HLSA President, also addressed the students and shared their backgrounds and their law school experiences. Dean White then shared his experience as an inner city youth from the projects who has now been teaching at the law school for twenty-five years. The students seemed to listen most attentively to these sincere words.

At 11 a.m. lunch was served and the students broke up into small groups to listen to and discuss with the students and practitioners in attendance. Jose Torres, from the Cuyahoga County Prosecutors office, Carmen Adams from Calfee, Halter and Griswold, and the Hon. Solomon Oliver Federal District Judge as well as several other attorneys and students participated in this animated give and take. This was a very real opportunity for the students to meet and talk to established professionals in the legal arena.

The Hon. Solomon Oliver spoke to the students about his life and how he came from a large

Southern family. His forthright exposure of his biography may well serve as an example to any aspiring attorney.

The afternoon's sessions included a criminal law class taught expertly by Professor Melody Stewart who interacted with the students in a very probing manner. This is a subject that seemed to interest many of the students as evidenced by the number of hands raised when queried as to how many have known someone that has gotten in trouble with the law.

Judge Villanueva spoke about his life at the Court of Common Pleas and his start as a Legal Aid attorney. There was a great deal of interaction with the judge as the students appeared enthused and quick to respond to his questions. Several said that they wanted to become judges and many professed an interest in the study of law.

The library tour was the final touch to a very special day for the Lincoln West High School students and teachers. For them it meant exposure to a little known and much misunderstood area - the law school and the legal profession, but for us at the law school it meant sharing what we do each day with those we hope will follow in our footsteps.

The day ended at 1:50 p.m. when the students left to board the buses for their return trip. They took with them posters, mementoes, advice and our best wishes. Some vowed to return and all were grateful.

I truly enjoyed this day and fervently hope that this will be a yearly event. Planting the seeds of hope in a better tomorrow took a little bit of effort, but the rewards to be attained are immeasurable.

Extern Programs, *continued from previous page*

consummated.

Around 2:30 Judge Batchelder appeared in the doorway and began asking me about my recently submitted Bench Memo (you remember, the Memo re: mootness and whether the appellee qualified as a "prevailing party" under section 1988). Well, we began hashing out the issues once again, actually debating with each other regarding the merits of both party's arguments, plus a few of our own. After almost 15 minutes of bouncing ideas off each other, the Judge agreed that "this issue presents a vicious circle" to which I replied "your Honor, that's why it took me nearly a week to get it straight in my mind."

Overall, I am enjoying this experience. It is the best thing I have done in law school to date. The Judge's philosophies are akin to my own with regard to the law and the reverence it garners. This I have been unable to find in law school classes although I had initially expected such an experience. The law clerks are very helpful and willing to introduce me to all court personnel, which I hope will benefit me in the future. The only problem I face at this point is getting out of the law firm mentality. I have clerked at law firms over the last two and a half years and have the "billable hour" syndrome. Hopefully I can break myself of that in the near future.

On Thursday afternoon, I attended a status conference with Art in Judge Dowd's courtroom on the 34th floor of Key Tower. While I can't get into specifics, the case involved a Superfund cleanup site. Representatives from the EPA and the defendants were also present. Judge Dowd was upset because the case has been on his docket since 1989 and he vowed the case would be gone by Jan. 1, 1999. While some of the defendants had settled their claims with the government, one of the defendants was still holding out and refusing to acknowledge liability. Discussion mainly revolved around discovery requests, expert reports, and contribution and indemnity claims. At one point, there was some visible hostility between representatives of the defendants who had already settled and the lone remaining defendant. Representatives from the U.S. government and EPA tried the entire time to mediate these hos-

tilities. At the conference, discovery deadlines, expert report deadlines, and a trial date were set.

I have found this topic to be interesting from the beginning, but I find it to be even more so now that I have learned more about it. MCS (multiple chemical sensitivities) and other related syndromes, including Sick Building Syndrome (SBS), appear increasingly in actions such as workers' compensation claims, ADA claims based upon its reasonable accommodation requirement, and even fair housing claims. If this trend continues, it will be interesting to see how employers, landlords, the fragrance industry and others will respond to the issue.

After reading this article and a number of cases, I have a better understanding of its experience with our legal system. Plaintiff's claiming this condition as a basis for claims have faced a number of challenges, including the fact that the medical community has not yet embraced it as a valid medical condition. The legitimacy of MCS is currently controversial and testimony by a Plaintiff's expert is often excluded under the rules of evidence due to a perceived lack of scientific reliability. Without such testimony, the Plaintiffs are often left with little to support their arguments.

This week was pretty eventful at Judge Manos' chambers. We got to sit in on the final settlement of a large ERISA embezzlement case, which was very interesting, with all kinds of claims against the proceeds of an auction last fall. Interesting to see attorneys arguing that they should get paid.

In the late morning I attended a conference with U.S. Marshals to go over the logistics of the arraignment for the "cop case." It's going to be a zoo with over 50 defendants plus their attorneys and family members and the press. I'm going to ask the Judge if I can help the bailiff seat the D's or in any other way help out with the proceeding. I really want to meet as many of the defense counsel as possible. I saw a list of all the attorney's who are representing one of the cops today, and I recognized some of the names.

**Deadline for Submission
of Articles for the
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The Privilege Of Watching A Building Being Built

By Steve Blount
Staff Editor

Watching a building being built is a truly wonderful experience, sort of like watching a child grow up. One minute they're not there, and the next thing you know, they're ten feet tall.

Three years ago, after I had run up and down the steps to the law building and dropped out 4 times in one half hour during orientation, since I wasn't sure I wanted to go to law school, I finally entered the Moot Court room where an orientation meeting was being held, and settled in for the ride. The next day I walked into the library, where I saw a man standing in front of a window, with a roll of blueprints under his arm and a hard hat on his head. He turned to me and told me how excited he was that they had, after all the preparation and delays, finally been given the go-ahead to start building. I went upstairs and threw my books on one of the desks next to a window where I would sit for the next three years, and have the privilege of watching a building being built.

In the fall of my first year, I watched as the surveyors staked out the lot, still in the early, exciting stage when no one really knows for sure what the building would ultimately look like. Then, Winter came, and the work stopped. By the time Spring rolled around, you could see the workers trying to make up for lost time. At the end

of the year, before I left for California, I took one last look out of the window of our old, worn out library at the new, stylish one. The blanket of snow that had covered the foundation in the Winter had melted into a layer of concrete, and the orange stakes which had poked their heads through the snow had grown into an array of steel columns, waiting for another year's worth of work.

Watching the building being built in my second year was not as exciting as it was during my first. One evening as I was walking home, from a distance I could see one of the panels of glass brilliantly lit up by a flickering light while someone was doing some welding behind it, looking as if a sparkler was being held up behind a darkened movie screen. I hope to see the person who treated me to this spectacle in one of our classes, or perhaps while using the new library.

In the three years that I've watched our building go up, my interest in law school has gradually diminished. Most of my friends have graduated, and I have yet to step inside the new library. I like to think that in a few years I'll come back and take a nice, leisurely stroll inside, pausing appropriately but only momentarily at the entrance to the old library, and wish that I had the opportunity once again to drop out four times in the period of one half hour.

Student Comments, *continued from page 5*

I'm delighted to see SBA prioritize this issue. I believe the grading policy should be revised but not be a completely subjective determination by an individual faculty member. Rather, the curve should be based at a "B" rather than a "C", consistent with the policies of many, if not most, other law schools. Remember that it's important to protect students from too low a grade. Example: where a faculty member gives zero A's, a couple of B's and 60 C - F's.

Thank you for beginning to take the steps that are necessary for change!

The individual and diverse voices at Cleveland-Marshall are being heard. It is the mission of the Student Concerns Committee of the SBA to listen to these opinions and advocate on behalf of all students. Please complete and return a questionnaire today.

Opportunities, *from page 7*

portunities, on and off campus, to sell your skills and personality. Attend the various on campus career programs, as well as, any other helpful seminars off campus. Graduating students whose grades are not spectacular must focus on their strengths and draw attention away from their grades, by designing their resume and cover letter accordingly. Smaller employers tend to focus less on grades than large firms do, so if your resume is strong enough to get the interview, often times your personality sells.

This time make your job hunt a more pleasant experience and remember that the Office of Career Planning is willing to help, but students need to take charge of their career planning and instead of panicking, seek advice. Students have already paid tuition and some will be paying for a long time after graduation, so they should take advantage of all the free services offered right here at the law school.

What Does a 2.2 Really Mean...

continued from page 5

Thirdly, any law-school specific grading policies would need to be accounted for to make valid comparisons among undergraduate and other graduate program GPA's. One easy resolution would be to combine our current and previous GPA's in calculating scholarship eligibility. Another resolution would be for the law school to change its grading policies. If they are unwilling to do this, then they should join us in insisting that this proposed policy not be applied to law students.

As debilitating as those short term effects may be, the long term psychological and financial effects flowing from a low GPA are even more insidious because our lowered self esteem also makes us less marketable in the workplace. Consequently, we earn less and feel even more worthless. We also develop repressed anger toward the school, which can be associated with lowered contributions as alumni. The private schools long ago learned this connection - high grades produce good feelings leading to in-

creased gifts to the school. For example, author James Michener left over \$10 million to his alma mater (Swathmore College) in gratitude for giving him a scholarship. James Michener repays alma mater's generosity, *Cleveland Plain Dealer*, Mar. 4, 1998, at A2. Would you give CSU as much? Assuming, of course, that you graduated with a 2.2 GPA, had the money, and never received a scholarship. Perhaps the missing link that can explain discrepancies in attitudes is this "state-private school" distinction. As a "state school," the majority of our funding is from taxes, not alumni gifts or charitable subscriptions. Does our Administration lack a monetary incentive to revise grading policies?

By resisting change in grading policies, this law school shows a shortsightedness toward the effects of a disproportionately low GPA rating. To combat these effects we must be willing to spread our new law school motto: Excellent = C+.

www.ohiobar.org



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Ohio Lawyer - bi-monthly magazine featuring general interest articles

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Ohio State Bar Association

J. Patrick Browne
Scholarship Awarded

By Jihad Smaili
Staff Editor

The coordinator of the J. Patrick Browne Scholarship, Eunice Clavner, has announced that Robert Quartrell, a third-year student, has been selected as the 1997-98 scholarship recipient.

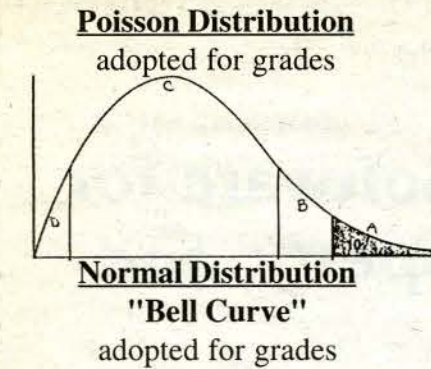
Mr. Quartrell is an editor of the Cleveland State Law Review and has previously served as Treasurer for the Justinian Forum. Mr. Quartrell has also been the recipient of many academic awards, including the William K. Gardner Award, the Anderson Publishing Award, the Corpus Juris Secundum Award, and a few CALI Excellence for the Future Awards, to name just a few.

The Editors of The Gavel would like to congratulate Mr. Quartrell, a friend and colleague, for this great achievement and we wish him great success in his legal career.

Statistical Measurement

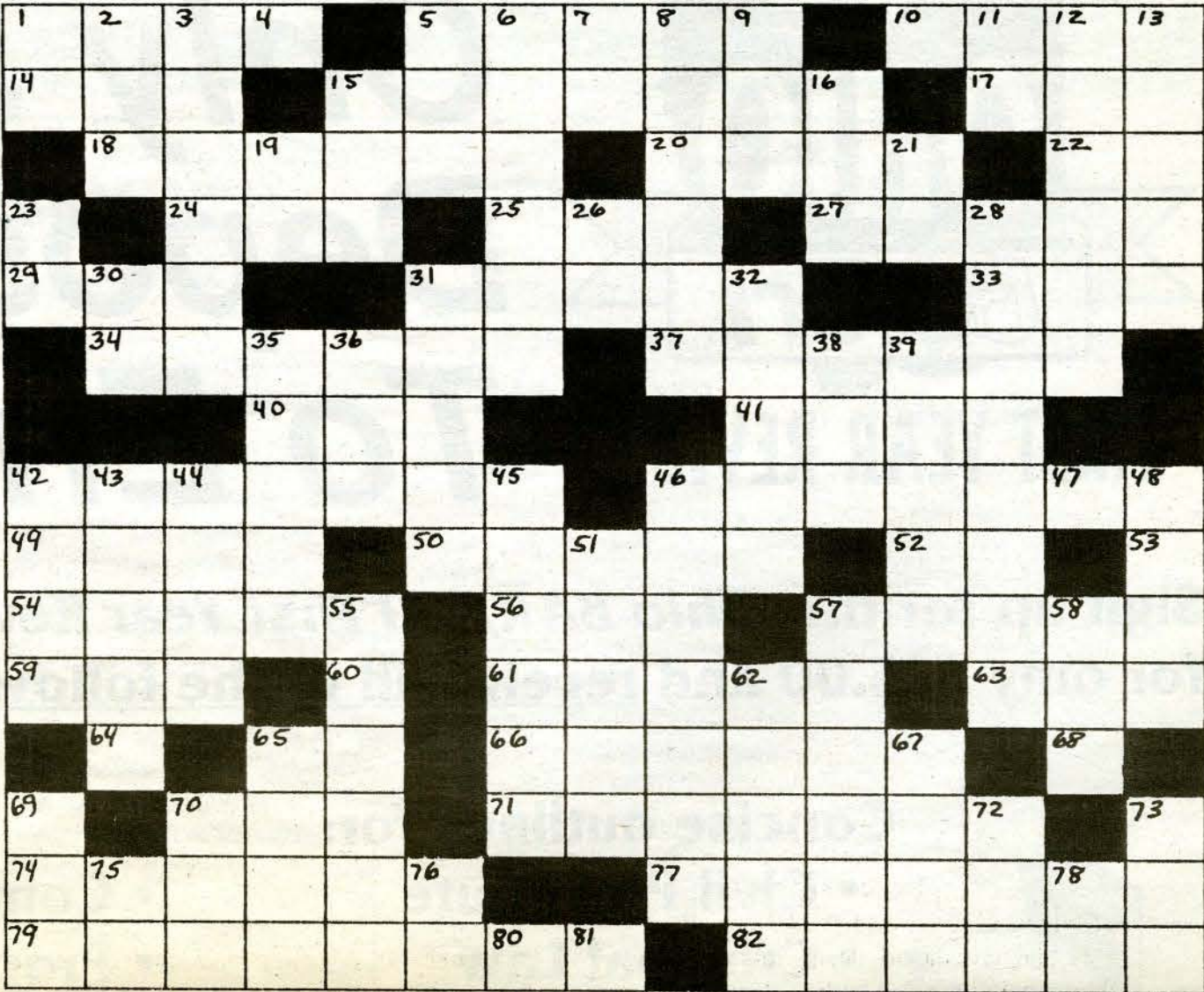
continued from page 5

lation at large (GPA and LSAT unselected for), and instructors have valid measures of student performance can any mathematical distribution be meaningfully applied to the academic situation.



F. Y. I.			
Law School Grading Ranges:			
C-M		Case Western	
A	(4.0)	A	(4.00)
B+	(3.5)	A-	(3.66)
B	(3.0)	B+	(3.33)
C+	(2.5)	B	(3.00)
C	(2.0)	B-	(2.66)
D+	(1.5)	C+	(2.33)
D	(1.0)	C	(2.00)
F	(0.0)	C-	(1.66)
		D+	(1.33)
		D	(1.00)
		F	(0.00)
G.P.A.		G.P.A.	
Top 10%		Top 10%	
3.50		3.70	
Top 50%		Top 50%	
2.91		3.20	

CROSSWORD PUZZLE



"Oral Argument"

By Eileen Sutker
Staff Writer

ACROSS

- 1 talk back
- 5 said
- 10 "The Way We —"
- 14 verbal street rhythm
- 15 usually not the doers
- 17 "Music Man" pickers & talkers
- 18 means understand with "T"
- 20 therefore
- 22 negative response
- 23 Abbr. hard drive, with 64A
- 24 airport arrival
- 25 jinn or genie
- 27 Abbr. Teachers of English to Speakers of Other Languages
- 29 curve connecting 2 circle points
- 31 give direction
- 33 Spanish aunt
- 34 plots a course
- 37 young child's loose garment
- 40 Abbr. station
- 41 low wail
- 42 dominion or superiority
- 46 established relation
- 49 cup fungi
- 50 eagle fingertip
- 52 before cheat and coffer
- 53 only one
- 54 striped stinker

- 56 bigger than databases
- 57 dentist tool
- 59 Turner or Bundy
- 60 direction
- 61 opaque finish
- 63 I caught your error
- 64 See 23A
- 65 la, , do
- 66 to fertilize, decorate, or adorn
- 68 different one from 60A
- 69 See 68A
- 70 preschool literacy program
- 71 crow cacophony
- 73 A, -, C
- 74 decorated leather
- 77 loosens the tongue m'dear
- 79 informally kids
- 82 Accountant's domain

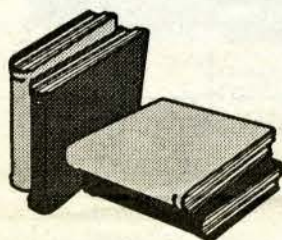
DOWN

- 1 not junior
- 2 exclamation of surprise, with 23D
- 3 formal presentation to group
- 4 See 68A
- 5 utter, declare, or recite
- 6 braids
- 7 Americanism for "all right"
- 8 "Am I my brother's —?"
- 9 court's wrong
- 10 See 68A
- 11 unnoticed stutter sound
- 12 French Painter
- 13 WWII bomb dropper
- 15 forms a chorus with la
- 16 noncom

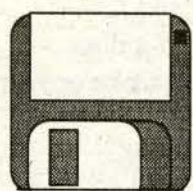
- 19 nearby
- 21 Greek diphthong
- 23 See 2D
- 26 —, myself and I
- 28 narrowing of a duct
- 30 smaller than Coke or Pepsi
- 31 begin
- 32 kind of typeface
- 35 kind of car, with martin
- 36 rural "street"
- 38 wet broom
- 39 written on
- 42 newspaper heading
- 43 questioned
- 44 Gulf war dud
- 45 loud whimpering
- 46 moveable lectern
- 47 precedes S
- 48 powder
- 51 woody vine
- 55 stabbed
- 57 convert or translate
- 58 perjure
- 62 used to be .5 oz. In Siam
- 65 plow
- 67 colored
- 69 and all the rest
- 70 French for King
- 72 Abbr. Special Interest Group
- 73 at or side issue
- 75 alternate for 2D
- 76 Abbr. doctor
- 78 part of memo heading
- 80 See 69A
- 81 See 60A

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